DOCUMENT RESUME

ED 071 622 HE 003 762

AUTHOR	Shell, Helene I.
TITLE	A Profile of Upper-Level Colleges.
INSTITUTION	ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.; Office of Education (DHEW), Washington, D.C.
PUB DATE	Feb 73
NOTE	4p.
AVAILABLE FROM	Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies $.15 each; over 10 copies $.10 each)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Bachelors Degrees; *Graduate Study; *Higher Education; Junior Colleges; *Undergraduate Study; *Upper Division Colleges

ABSTRACT

The expansion of the junior and community college movement in the U.S. has created a significant problem for the traditional 4-year colleges and universities. A recent report indicates that there are more than 250,000 students seeking to continue their educations following completion of their junior college curricula, and 4-year colleges do not have the facilities to accommodate these additional students. Upper-level colleges and universities (institutions offering junior and senior year baccalaureate programs as well as programs leading to master's and doctoral degrees) are seen as one solution. This paper presents a brief history and reviews the advantages associated with upper-level colleges, describes how several of the institutions are capitalizing on the opportunities available for innovation, discusses how they are coping with the problems they are confronting, and offers some recommendations concerning the creation of upper-level colleges. (Author)

ED 071622

ERIC
HIGHER EDUCATION

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Research Currents

A PROFILE OF UPPER-LEVEL COLLEGES

by Helene I. Shell

The expansion of the junior and community college movement in the U.S. has created a significant problem for the traditional four-year colleges and universities. A recent report indicates that there are more than 250,000 students seeking to continue their educations following completion of their junior college curricula, and four-year colleges do not have the facilities to accommodate these additional students (18). Upper-level colleges and universities—institutions offering junior and senior year baccalaureate programs as well as programs leading to master's and doctoral degrees—are seen as one solution.

This paper presents a brief history and reviews the advantages associated with upper-level colleges, describes how several of the institutions are capitalizing on the opportunities available for innovation, discusses how they are coping with the problems they are confronting, and offers some recommendations concerning the creation of upper-level colleges.

HISTORY

The concept of the upper-level institution is by no means new to higher education. According to Robert Altman (3), the whole German philosophy of higher education is centered around the belief that no preparatory work belongs in the university. When a student enters a university he is to come fully prepared to enter a specialized (preferably scientific) field, the broad liberal arts background (the equivalent of our freshman and sophomore years) to have been learned in high school.

When Harvard was established in the mid-seventeenth century, it followed a three-year program pattern for the university established by the English. However, it soon became evident that the colonial secondary schools were not adequately preparing students to enter a specialized field in the university. Thus, in 1655, a fourth year was added to the Harvard program and a precedent for other colleges and universities to come was set.

The first truly upper-level institution was the University of Georgia, at that time known as Franklin College. The reason that Franklin College converted from a four-year to a two-year institution was primarily financial. Enrollment had dropped off steadily since 1855, and the financial situation of the State caused the legislature to cut off all funds.

The cause for the drastic reduction in numbers of students was partially attributed to the youth of the students. Thus, when it was time to reorganize or lose the newly named University of Georgia, the institution was changed so that the freshman and sophomore classes were joined with the Academy or secondary school in the new Collegiate Institute; the junior and senior years were classified as the College Proper; and two University Schools of Science and Philosophy were established. This was put into effect in January 1861 with an enrollment of 120 juniors and seniors. The institution was, however, forced on February 4, 1864 to close its doors due to the outbreak of the Civil War and the resulting loss of students. When the University was reopened after the War, it was as a four-year institution.

Several plans to create upper-level institutions were drawn up at universities across the country after 1864, but none were successful until 1935 when the College of the Pacific in Stockton California eliminated its freshman and sophomore years. This was again done for financial reasons.

The College of the Pacific, a Methodist institution, owned considerable real estate in Stockton—land and buildings that were going to waste as a result of dwindling enrollments. The dwindling enrollment was, in turn, contributing to financial problems in the College. It was therefore suggested that the town of Stockton create a public junior college and rent facilities from the College of the Pacific. This was seen to be feasible, since Stockton residents had been educating their students in junior colleges in Modesto, Sacramento and San Mateo at a cost of over $30,000 a year in tuition to other junior college districts.

Thus, Stockton Junior College was born and the College of the Pacific eliminated its first two years toward the baccalaureate. This resulted in a feeder arrangement with the junior college graduates completing their degrees at the College of the Pacific. The arrangement lasted only 16 years, however, and after a dispute between the administration of the two institutions, the College of the Pacific reinstated the freshman and sophomore years.

Helene I. Shell is a research associate at the ERIC Clearinghouse on Higher Education.

Research Currents is prepared by the ERIC Clearinghouse on Higher Education, The George Washington University, Washington, D.C., pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Points of view or opinions do not necessarily represent official Office of Education policy. Publication of the series is made possible by a grant from W.K. Kellogg Foundation. Copies of Research Currents may be ordered from the Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036, at the following rates: 1 to 10 copies 15c each; over 10 copies 10c each. Payment must accompany all orders under $5.00.

HE 00 3 762

After the College of the Pacific was established, several other upper-level institutions were created, primarily because of local need. The New School for Social Research in New York was established as a degree-granting institution in 1934. Concordia Senior College, an institution for preministerial training in the Lutheran Church, has been in operation since 1957.

Flint College of the University of Michigan (1956-1965) and the University of Michigan-Dearborn Center (1959-1970) were both created as upper-level institutions but reverted to four-year programs eleven years after their respective beginnings. These two colleges were the last public upper-level institutions to be created for reasons other than the need for baccalaureate-granting institutions to which junior college graduates could transfer. However, several private colleges were established in the interim period.

ADVANTAGES OF UPPER-LEVEL INSTITUTIONS

A number of public upper-level colleges and universities have been recently established in 11 states across the U.S. The states of Florida, New York and Michigan first began studying the pros and cons of creating upper-level colleges in the 1940's (3). Although Texas was a relative late-comer in developing this type of institution, it presently has established the largest network of public upper-level colleges in the U.S.

When it became evident to the Coordinating Board of the Texas College and University System that four-year institutions in the state could no longer cope with the mounting number of junior college transfers, a committee was appointed to study alternate plans for educating these people. Three alternatives were devised: (1) area junior colleges could be expanded to include the last two years of undergraduate study; (2) new four-year colleges and universities could be created; or (3) new upper-level colleges and universities could be established (6).

The first alternative met with great opposition from persons within the existing junior and community colleges. They felt that the special purposes of their institutions, especially the community service and vocational-technical programs, would be neglected.

The creation of new four-year institutions was found to be financially unfeasible. Facilities and courses already available at junior colleges would be duplicated unnecessarily. It was estimated that the creation of seven upper-level colleges instead of several new four-year colleges would result in a savings of $153.5 million in new facilities and $4.1 million a year in reduced maintenance and operating costs (16). Thus Texas, as did several other states, decided to establish upper-level institutions.

Campus size has been found to play an important role in establishing identity and in developing competence, autonomy, purpose and integrity in students. Smaller institutions provide a better informal learning atmosphere where students can concentrate on getting an education rather than competing with the systems established in large universities (13). In their initial planning stages, upper-level institutions have the opportunity to set ceilings on their enrollment figures. The largest of the upper-level institutions in Texas is planning a future enrollment of 8,300 students and the smallest is projecting 1,300 to be its top enrollment figure (16). The University of West Florida, on the other hand, is planning to retain a small college atmosphere by creating colleges within the University of no more than 2,000 students apiece, and, as more students enroll in the university, more colleges will be created (7).

Another major advantage of the upper-level college is that it affords more entry and exit points in the educational system than were previously available (6). This has two primary implications:

(1) Older persons who had to interrupt their educations can return to a collegiate environment void of the stigmas associated with the freshman and sophomore years. Some upper level institutions, such as Minnesota Metropolitan State College, even brag that their average age student is 33 instead of in the traditional college age range of 18 to 22 (15). Colleges seem to prefer older students because, in most cases, they make wiser decisions concerning their curricula and their overall educational objectives than do traditional students (3). It might be added that as these older students are served, the average age will probably decrease over time.

(2) A student has the opportunity to reevaluate his progress and objectives periodically and if he so chooses, can change his course of action instead of remaining locked into a four-year program (6). Many students who elect to change their majors in midstream at four-year institutions often find that they must spend an extra semester or even an extra year in college in order to do so.

OPPORTUNITIES FOR INNOVATION

Since the upper-level college is a relatively new concept in the United States, it has the opportunity to form its own philosophy with relation to curriculum offerings, degree requirements, grading procedures, facilities innovation, and educational administration.

One major purpose of public upper-level colleges is to serve students transferring from junior and community colleges (19). Students who choose to enter two-year colleges after finishing high school generally have different needs, interests and problems than students who enter four-year colleges and universities. Students transferring from two-year colleges are more likely to enter professional fields such as business administration or education, whereas students taking their first two years in traditional institutions tend toward majoring in liberal arts (7). Thus, upper-level institutions can anticipate this different type of student and can tailor their curricula to meet his needs.

In Florida, three of the four public upper-level universities have been established as special-emphasis institutions in addition to their liberal arts orientation. Florida Atlantic University primarily focuses on the study and development of innovative instructional media and technology; Florida International University concentrates on urban affairs and inter-American studies; and the University of North Florida has as its main thrust the study of commerce, local and international trade, civic affairs, and transportation (7). Other primarily private upper-level institutions across the country specialize in art instruction, foreign studies, teacher training, preministerial training, accounting and business administration, and applied science.

In addition to the specific area of programs, the upper-level institution is a response to the needs of students for more individualized programs, for strong counseling programs, and for teaching techniques and methodology that meet student needs (12).

Governors State University in Illinois uses an entirely interdisciplinary approach to instruction, and cooperative education programs are considered to be of utmost importance (9). Courses are offered in blocks of six eight-week sessions, and completion of a course is based solely on the student's competence in the subject area. If a student has not mastered the coursework during the eight-week session, he is not penalized at all. Rather, he is allowed to spend as much time or as little time as he deems necessary to complete the program.

At Minnesota Metropolitan State College (MMSC), students are also awarded degrees or certificates on the basis of demonstrated competence (15). The curriculum is oriented toward social action in an urban environment, and students are allowed to design their own curricula within this basic framework.

Primarily an institution for teacher training in the field of early childhood development, Pacific Oaks College in California has created a learning environment for both student and teachers. The college has set up a nationally acclaimed laboratory school in which students and faculty alike conduct research on day-care environments and the effects of learning environments on young children (11).

Facilities are generally one of the most costly items in the creation of a college or university. However, several of the upper-level institutions have quite successfully avoided spending great amounts of money on buildings and grounds by (1) utilizing existing resources and by (2) creating multipurpose facilities.

Florida International University (FIU) combines these two money-saving techniques. FIU first opened its doors in September 1972 at the site of the abandoned Tamiami Airport. In addition to the control tower that houses the University library, two multipurpose buildings have been completed. The first of these is a $5,678,550 five-story structure providing classrooms, laboratories and offices with both removable and flexible walls. The second building houses classrooms, offices and lecture halls and, because of the extensive use of glass in the structure, has been described as "a bold attempt to bring the outdoors indoors" (8).

At Minnesota Metropolitan State College there is only one main coordinating center in a St. Paul office building where all fulltime staff have their offices. Other facilities are virtually spread out all over the Minneapolis-St. Paul metropolitan area. Classes are held in facilities that had previously been underutilized such as public libraries, museums, churches, homes, schools, studios, parks, shops, factories, banks, government buildings, and even the street (15). This has resulted in a per student cost of only $1,386 for a 12-month year as opposed to the per student cost of $1,560 to $1,592 at other state supported institutions.

Classroom buildings at the University of Texas of the Permian Basin (UTPB) are completely flexible in that they are equipped with snap-in panels that will permit a meeting room of any size desired to be available within minutes. Other unique facilities featured at UTPB include flexible laboratories, classrooms equipped with student response systems that permit the student to push a button at his desk that indicates at the lectern whether he understands the instruction, and a fully automated and computerized library (1).

INSTITUTIONAL MANAGEMENT

The means of management and governance of colleges and universities have come under close scrutiny from many quarters. Funding agencies and individual donors want to make certain that their financial assistance will be used carefully and wisely to benefit the most people. In addition, faculty and especially students, since they are the ones most directly affected by the educational process, have been demanding a voice in the governance of their institutions.

Florida International University (FIU) is one of the few higher education institutions that has been operating on a computerized accounting basis from the first day of planning (14). Such a management system has resulted in great savings to the university where formulas have been derived for facilities planning, student costs, food service costs, bookstore costs, and costs for health and counseling services. In addition, Florida Atlantic University is being used at the present time for management systems experimentation by the Western Interstate Commission on Higher Education's National Center for Higher Education Management Systems.

FIU also has a plan for involving faculty and students in administrative activities. A single University Senate is proposed where students, faculty and administrators will be equally represented, and where all will have full voting power (13). Sangamon State College has a similar plan that will include all school personnel, but all will not have equal voting power as at FIU.

PROBLEMS OF UPPER-LEVEL INSTITUTIONS

Upper-level colleges and universities face two major problems in maintaining their existence. They are: (1) the problems associated with attracting a sufficient number of students; and (2) the problem of providing courses for students with deficiencies or students wishing to change their majors (16). Careful planning in the formative stages of college development could readily solve each of these problems.

There is a need for close liaison between upper-level institutions and area junior and community colleges so that academic planners in upper-level colleges can adequately assess the needs and interests of potential students (16). In the past, upper-level institutions have essentially duplicated the liberal arts curricula offered in the last two years at 4-year colleges and universities. Thus, students, in choosing a place to transfer, more often chose the large university where the attraction of size, athletic events, and other extracurricular activities was more prevalent (6). This situation, however, has reversed itself as the upper-level institutions develop specialized emphases of greater interest to the students.

A cooperative arrangement with the feeder junior colleges could alleviate the problem of a lack of preparatory courses for those with deficiencies. It could be arranged for instructors from the junior colleges to visit the upper-level institutions to teach preparatory or remedial courses; students could be transported to the junior colleges for courses; or independent study programs could be arranged (16).

RECOMMENDATIONS FOR PLANNING UPPER-LEVEL INSTITUTIONS

The planning stages are the most important in the operation of any higher education institution. Because the upper-level institution is so new and relatively unknown, the planning stages could ultimately mean the success or failure of such a college. The following are some suggestions that

should be taken into careful consideration prior to the creation of an upper-level college or university:

(1) Make a realistic assessment of potential enrollment (4.). It is highly unrealistic for a new college to expect 10,000 students to enroll in the first year of operation. If only 1,000 students are planned for and 10,000 students apply, the institution would be better off rejecting 9,000 students than if 10,000 students are planned for and only 1,000 apply. Enrollment ceilings may be raised year by year as admission applications increase.

(2) Plan the site of the upper-level institution near an area of need (4). Metropolitan areas are generally in more need of educational institutions than small towns simply by virtue of the great numbers of people located in cities (6). Also, if there are already several colleges and universities in an area, unless they are turning down enough students to support another institution, it would not be wise to establish another college.

(3) Make the admission process as easy as possible (6). Credit should be readily accepted from the colleges from which the students are transferring, and credit should be accepted for life experiences. The College Level Examination Program (CLEP) is an accepted means of determining what a person has learned from life experiences. In addition, residence requirements, which have often caused students to prolong their undergraduate education unnecessarily, should be dispensed with (10).

(4) Match curricular offerings with the needs and interests of junior college students (4). "Upper-level institutions which are experiencing enrollment growth are heavily oriented toward teaching and business programs, possibly indicating that students selecting upper-division colleges desire major fields which lead to immediate employment as opposed to those which lead to continued study at a graduate institution" (16).

(5) Plan academic programs that promote the proper utilization of faculty members (4). Faculty exchange programs among various area colleges can be highly beneficial to an institution. In addition, the upper-level institution offers an opportunity for using nontraditional professors, such as practitioners in various fields who can give students more first-hand experience than can many academics (15).

CONCLUSIONS

Some may be doubtful as to the future of the concept of the upper-level institution, but those involved directly with the new institutions have high hopes. The Association of Upper-Level Colleges and Universities,* established only two years ago, has 25 member institutions (several other upper-level institutions are in operation that have not yet joined the Association).

Only time can determine the real future of upper-level institutions. It is assumed that if the time is taken for careful study and planning in the initial development stages, the institution will succeed. The only conceivable way for failure from that time on would be a change in the factors that originally pointed up the need for establishment of an upper-level college (2). The State University System of Florida is quite optimistic as they report that "the junior college — upper division — graduate university pattern is well established for the remainder of this and for the 21st century" (5).

Association of Upper-Level College and Universities, 28 Merion Place, Lawrenceville, New Jersey 08648.

BIBLIOGRAPHY

1. *Academic Innovations at UTPB.* Odessa, Texas: The University of Texas of the Permian Basin, (1972).
2. Altman, Robert A. *A Study of the Establishment of Upper Division Colleges in the United States.* New York: Columbia University Teachers College, June 1969. HE 001 764. MF-$0.65; HC-$3.29.
3. _____. *The Upper Division College.* San Francisco: Jossey-Bass, Inc., Publishers, 1970.
4. _____. "The Upper Division College: Blueprint or Blind Alley?" *The Journal of Higher Education* 41, No. 3 (March 1970) pp. 204-212.
5. *Annual Report. State University System of Florida 1969-70.* Tallahassee, Florida: Office of the Florida Board of Regents, 1970. HE 002 005. MF-$0.65; HC-$3.29.
6. *Cluster and Upper Division Colleges: New Organizational Forms in Higher Education.* Issues in Higher Education, Number 2. Atlanta: Southern Regional Education Board, 1971. HE 002 857. MF-$0.65; HC-$3.29.
7. *Comprehensive Development Plan of the State University System of Florida 1969-80. CODE Phase 1.* Tallahassee, Florida: Office of the Florida Board of Regents, December 1969. HE 001 630. MF-$0.65; HC-$6.58.
8. Florida International University Introductory Catalog. Miami: Florida International University, 1971.
9. *Governors State University 1973 Bulletin.* Park Forest, Illinois: Governors State University, 1972.
10. Marsh, Robert. "Curriculum and Credit Transfer Problems in the Upper Level Institutions." Paper presented at the Annual Meeting of the Association of Upper Level Colleges and Universities, March 3, 1972. HE 003 468. MF-0.65; HC-$3.29.
11. *Pacific Oaks College 1971-73.* Bulletin. Pasadena, California: Pacific Oaks College, (1971).
12. Reed, Bevington. "Special Funding Formula for State-Supported Upper-Level Institutions." Paper presented at the Annual Meeting of the Association of Upper Level Colleges and Universities, March 2, 1972. HE 003 467. MF-$0.65; HC-$3.29.
13. Reichard, Donald J. *Campus Size: A Selective Review.* Atlanta: Southern Regional Education Board, 1971. HE 002 290. MF-$0.65; HC-$3.29.
14. Spence, T.L. "Innovations in Upper Level Universities." Speech presented at the Annual Meeting of the Association of Upper Level Colleges and Universities, March 3, 1972. HE 003 466. MF-$0.65; HC-$3.29.
15. Sweet, David E. "Minnesota Metropolitan State College: A New Institution for New Students." Paper presented at the Annual Southern Regional Education Board Legislative Work Conference, July 21, 1972. HE 003 462. MF-$0.65; HC-$3.29.
16. *Upper-Level Institutions: A Report to the Texas Legislature.* Austin: Coordinating Board, Texas College and University System, April 1972. HE 003 297. MF-$0.65; HC-$3.29.
17. Van Dyne, Larry A. "Upper-Level Colleges Search for Identity." In *The Chronicle of Higher Education* (vVI, n24), March 20, 1972.
18. Willingham, Warren W. *The No. 2 Access Problem: Transfer to the Upper Division.* Washington: ERIC Clearinghouse on Higher Education and the American Association for Higher Education, July 1972. HE 003 353. MF-$0.65; HC-$3.29.

To order documents in the bibliography identified by an ED number, write to ERIC Document Reproduction Service (EDRS), P.O. Box Drawer O, Bethesda, Md. 20014. Documents with HE numbers are presently being processed by EDRS and will be assigned ED numbers upon publication in *Research in Education* (RIE). In ordering, ED numbers must be specified. MF indicates microfiche and HC denotes hard copy; payment must accompany orders of less than $10.00; and all orders must be in writing.